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ABSTRACT

Quality music education in schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program. The proposed Indiana state standards for music are based upon national standards that describe fundamental and vital content areas of musical activities. These standards are (1) singing alone and with others; (2) playing an instrument alone and with others; (3) reading, notating, and interpreting music; (4) improvising melodies and accompaniments; (5) composing and arranging music within specified guidelines; (6) listening to, analyzing, and describing music; (7) understanding relationships among music, the other arts, and disciplines outside the arts; (8) understanding music in relation to history and culture; and (9) evaluating music and music performances. Each standard is articulated at every grade level from kindergarten through grade 8. Because of the variety of performance ensembles, course offerings, and experience levels within high school music, the academic standards for grades 9-12 are arranged by course type rather than by specific grade level. (BT)

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Indiana Academic Standards 2000
MUSIC

Final Version
9/5/2000

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Introduction

Quality Music Education: A Description

Quality music education in the schools integrates fundamental musical activities and presents them in a sequential, pedagogically sound curriculum. As identified in the 1997 National Assessment for Educational Progress (NAEP) in music, the processes of creating, performing, and responding to music are interwoven throughout a balanced and complete music program. The first of these processes, **creating**, involves composing, arranging or improvising music. Through these activities students engage their aural skills and prior knowledge of music to create a personal and original musical idea. By including creative activities from the earliest grades onward, teachers enrich students' abilities to construct new ideas and find satisfying means of self-expression.

Since music is a form of communication, performing is a vital and natural aspect of music study. **Performing**, the second musical process identified, promotes a sense of personal accomplishment, shared goals, community, and the joy of experiencing a musical work from the unique perspective of performing it. **Responding** to music completes the trio of fundamental musical processes, and includes activities rich in mental, physical, and emotional complexity. As students learn to read and interpret musical symbols, they learn a new sign system and a different approach to the world around them. As they study the historical and cultural aspects of music, students discover that music is a universal human activity. And as music study is connected to other disciplines, students discover the ways that one subject area can reinforce and inform another. Finally, as students learn to evaluate musical works they learn to discriminate, think independently, and develop their own views of musical meaning and beauty.

The nine national standards for music education align closely with these processes. The musical process of creating is addressed in the national standards of improvising, composing, and arranging. Performing is described in the national standards of singing and playing an instrument. Responding to music is expressed through reading music, listening to and analyzing music, evaluating music, understanding music's historical or cultural context, and integrating musical studies with other subjects. These activities are thoroughly addressed in the national standards, and because they do, they merit adoption as the standards for musical excellence in Indiana.

About the Academic Standards for Music, Grades K-12:

The proposed state standards for music are based upon national standards that describe fundamental and vital content areas of musical activities. They are:

Standard 1: Singing alone and with others

Standard 2: Playing an instrument alone and with others

Standard 3: Reading, notating, and interpreting music

Standard 4: Improvising melodies and accompaniments

Standard 5: Composing and arranging music within specified guidelines

Standard 6: Listening to, analyzing, and describing music

Standard 7: Understanding relationships between music, the other arts, and disciplines outside the arts

Standard 8: Understanding music in relation to history and culture

Standard 9: Evaluating music and music performances

Each of these activities is articulated at every grade level from Kindergarten through grade eight. Examples are provided as deemed necessary for the sake of clarity. It can be assumed that once a standard is mentioned, it can apply to subsequent grade levels. However, certain standards are repeated at certain grade levels to ensure that emphasis continues to be placed upon them.

Because of the variety of performance ensembles, course offerings, and experience levels within high school music, the academic standards for grades 9-12 are arranged by course type rather than by specific grade level. The standards designated in italics as for *"All Courses"* are listed first beneath each of the nine content areas of musical activities. They are followed by academic standards for specific performance ensembles or course areas which are also designated in italics. Proficient and advanced levels are described.

Accompanying the standards will be companion guides for grades K-8, choral and instrumental ensembles for grades 4-12, and high school courses including music theory/composition, music history/appreciation, applied music, electronic music, and keyboard. The guides elaborate the standards and place them alongside student progress indicators, classroom scenarios (snapshots), assessments, a glossary and an appendix.

Kindergarten

Kindergarten

Standard 1

Singing alone and with others

Students sing in a group on pitch and with a steady tempo. Students sing a variety of songs from memory.

K.1.1 Match and echo a given pattern of a limited range of pitches.

K.1.2 Sing a short song accurately, from memory, and with a steady beat.

Kindergarten

Standard 2

Playing an instrument alone and with others

Students play short rhythmic and melodic patterns with body sounds or on an instrument. Students maintain a steady tempo while playing in a group.

K.2.1 Echo a short rhythmic pattern played by the teacher.

K.2.2 Maintain a steady beat.

Kindergarten

Standard 3

Reading, notating and interpreting music

Students begin to read basic rhythmic notation.

K.3.2 Read and perform a short pattern of quarter notes and eighth notes by clapping or by vocalizing using syllables.

Kindergarten

Standard 4

Improvising melodies and accompaniments

Students improvise musical responses to rhythms and pitch patterns given by the teacher. They improvise using instruments, body sounds, or electronic sounds.

K.4.1 Create simple rhythms on an instrument or by using body sounds.

K.4.2 Respond to teacher-played phrases by playing back a similar phrase.

Kindergarten

Standard 5

Composing and arranging music within specified guidelines

Students create a short melodic or rhythmic pattern. They use several sound sources when composing.

K.5.1 Invent a short melodic or rhythmic pattern with the instructor's guidance.

K.5.2 Help arrange a piece using many kinds of sounds, including instruments, body sounds, sounds from everyday objects, or electronic sounds.

Kindergarten

Standard 6

Listening to, analyzing, and describing music

Students distinguish between a speaking voice and a singing voice. They know the difference between the volume levels of loud and soft. They can also distinguish between fast and slow musical pace. Students in Kindergarten move to music and use movement to show what is heard in the music.

K.6.1 Identify a voice as a speaking voice or singing voice.

K.6.2 After hearing one song sung at a loud level and sung again at a soft level, identify each as being either loud or soft.

K.6.3 After hearing two pieces of music, identify one as fast and the other as slow.

K.6.4 Use hand motions to indicate a musical event.

Kindergarten

Standard 7

Understanding relationships between music, the other arts, and disciplines outside the arts

Students begin to identify similarities and differences in the meanings of terms used in more than one art form. They identify differences between music activities and other classroom activities.

K.7.1 Use terms such as: plain or fancy, same or different, bright or dark, in music class and art class.

K.7.2 Talk about how music class is similar to, or different from, other classroom activities.

Kindergarten

Standard 8

Understanding music in relation to history and culture

Students identify how music is used in daily life.

K.8.1 Name sources of music that can be heard in daily situations.

Example: Name a favorite song from the radio, television, or one that is often heard in an activity outside of school.

Kindergarten

Standard 9

Evaluating music and music performances

Students understand the importance of proper concert behavior in a variety of settings.

K.9.1 Name and imitate an appropriate behavior (such as sitting quietly) at a concert.

Grade 1

Grade 1

Standard 1

Singing alone and with others

Students sing with a group on pitch and with the rhythm and tempo requested. They use good posture. Students in Grade 1 sing expressively using dynamic contrasts. They sing from memory songs of different cultures.

1.1.1 Match a given pitch or a simple pitch pattern.

1.1.2 Sing on pitch while maintaining a steady beat.

1.1.3 Sing high and low pitches.

1.1.4 Sing loudly and softly with correct posture as taught by the instructor.

1.1.5 Sing a short memorized song in a foreign language.

Grade 1

Standard 2

Playing an instrument alone and with others

Students perform basic rhythmic and melodic patterns on rhythmic and melodic instruments. They maintain a steady tempo and play with a group.

1.2.1 Echo a given pitch or rhythmic pattern.

1.2.2 Play a simple ostinato.
Example: Play a repeated pattern of two notes on a xylophone while the class sings.

1.2.3 Keep a steady beat on a percussion instrument.

1.2.4 Play an instrument with a group.

Grade 1

Standard 3

Reading, notating and interpreting music

Students read and notate basic notation in simple meters or groupings using a system of numbers or syllables. They identify and notate musical symbols and terms.

1.3.1 Read, notate, and perform quarter and eighth notes in groupings of two or four beats.

1.3.2 Read and use movement to demonstrate the effect of a quarter rest.

1.3.3 Identify a musical staff and bar lines.

1.3.4 Read given pitch patterns using solfege syllables or numbers.

Grade 1

Standard 4

Improvising melodies and accompaniments

Students improvise rhythmic and melodic phrases that sound similar to those played by a teacher. They improvise using many sound sources, including sounds from the classroom, body sounds, and sounds from electronic sources.

1.4.1 Respond, either on an instrument or by singing, to teacher given "questions."
Example: When the teacher plays a short phrase on a xylophone or keyboard, make up a phrase to play back to the teacher.

1.4.2 Invent and perform a short ostinato either on an instrument or vocally.
Example: Using quarter and eighth note values, make a short rhythm pattern to be repeated while the class sings or plays.

Grade 1

Standard 5

Composing and arranging music within specified guidelines

Students create music that will go with readings. They create short melodic or rhythmic patterns, using a variety of sound sources.

1.5.1 Compose a melodic or rhythmic pattern using traditional or non-traditional sounds.

Example: Create a piece to be recorded and used with a favorite class story using instruments or sounds from the classroom.

Grade 1

Standard 6

Listening to, analyzing, and describing music

Students depict changes in music being heard, either through movement or verbal response. They also begin to identify musical pitches as being in a high or low range. They describe qualities of musical examples after listening to them. Students use correct terminology as terms are introduced in class.

1.6.1 Depict changes such as from fast to slow or soft to loud through using movement, verbal description, or symbols.

Example: Identify a musical passage as an example of the dynamic level of *forte* by raising a hand when a loud passage is played.

1.6.2 Identify the sound of high versus low pitches by using hand motions.

1.6.3 Use musical terms for 'loud' (*forte*) or 'soft' (*piano*).

1.6.4 Identify the sound of an orchestra as opposed to that of a choir or brass ensemble.

1.6.5 Use movements to show the meaning of the terms *crescendo* (gradually louder) and *decrescendo* (gradually softer).

Grade 1

Standard 7

Understanding relationships between music, the other arts and disciplines outside the arts

Students identify similarities and differences in the meanings of terms used in more than one art form. They also identify similarities among different subject areas and the arts.

1.7.1 Name terms or ideas that are used the same way in music, art, dance, or theatre.

Example: Name words that are used to describe works of music, art, dance or theatre, such as: happy and sad, light and dark, or same and different.

1.7.2 Name ideas that are used differently in music, art, dance, or theatre.

Example: Talk about how music heard or sung in class makes you feel, and do the same after viewing a painting, a play, or a ballet.

Grade 1

Standard 8

Understanding music in relation to history and culture

Students identify musical works from other cultures. They also name various uses of music in everyday life.

1.8.1 Identify a folk song or instrument from America and one from another country.

1.8.2 Compare and contrast folk dances from two countries of the world.

Example: Name a dance from another country besides your own. Tell about how it is different from a known American folk dance or how it resembles it.

1.8.3 Discuss suitable music for various occasions and rituals.

Grade 1

Standard 9

Evaluating and critiquing music and music performances

Students talk about what they hear in music.

1.9.1 Listen to two compositions. Discuss what is heard in each, using musical descriptions.

Example: Talk about whether the two pieces sound alike or different, comparing how fast they sound, what feelings they sound like, etc.

Grade 2

Grade 2

Standard 1

Singing alone and with others

Students sing independently or in groups, on pitch and using the indicated rhythm and tempo. They sing with good diction, tone, and posture. Students also sing expressively through the use of proper dynamic contrasts. They sing ostinatos and a variety of songs from many styles and cultures from memory.

2.1.1 Sing with a clear, singing tone quality.

2.1.2 Sing a capella with appropriate dynamics and phrasing.
Example: Sing with a group without instruments, matching dynamic levels and breathing together as a group.

2.1.3 Sing a memorized song in a foreign language.

2.1.4 Maintain a steady beat while singing or speaking an ostinato.

Grade 2

Standard 2

Playing an instrument alone and with others

Students perform accurate pitches, rhythms and dynamic levels with a steady tempo. They echo and perform easy rhythmic and melodic patterns accurately. They also perform a variety of repertoire, either alone or in groups.

2.2.1 Play a given pitch pattern.

2.2.2 Play an easy ostinato.
Example: Play a two-note repeated pattern on a keyboard instrument.

2.2.3 Play a short melody using appropriate levels of loud and soft.

2.2.4 Maintain a steady beat on a percussion instrument.

Grade 2

Standard 3

Reading, notating, and interpreting music

Students in Grade 2 read basic rhythmic and melodic notation. They use a system (syllables, numbers or letters) to read simple pitch notation. They also use standard symbols to notate rhythms, pitches, articulations and dynamics in simple patterns presented by the teacher.

2.3.1 Read and write half, quarter, and eighth notes in two or four-beat groupings.

2.3.2 Read and write quarter and half rests.

2.3.3 Identify pitch patterns using either syllables or numbers.

Example: Name the pitches of a melodic pattern using numbers or the solfege syllables *do, re, mi, sol* and *la*.

2.3.4 Identify melodic lines that ascend, descend, or stay the same.

Example: Determine whether a short pitch pattern is moving up, down, or in the same direction on the board or the page.

2.3.5 Identify the dynamic markings for *crescendo* and *diminuendo,* as well as the symbols for staccato, legato, repeat sign, and a tie.

Grade 2

Standard 4

Improvising melodies and accompaniments

Students improvise "answers" to given rhythmic or melodic phrases. They improvise simple rhythmic and melodic accompaniments, using instruments, classroom or body sounds, and electronic sounds.

2.4.1 Respond on a melodic instrument to teacher given phrases.

2.4.2 Create a simple ostinato using an instrument or a sound from the classroom.

Grade 2

Standard 5

Composing and arranging music within specified guidelines

Students create music to accompany readings or dramas. They create short melodic and rhythmic phrases with guidelines from the instructor and use a variety of sound sources when composing.

2.5.1 Create a short phrase or melody with the teacher's guidance, and record it either on tape or by using the student's invented notation.

2.5.2 Arrange a short piece using a variety of sounds from traditional or non-traditional sources.

2.5.3 Help create a piece that could accompany a poem or introduce a play.

Grade 2

Standard 6

Listening to, analyzing, and describing music

Students discuss and describe aural examples of music of other cultures. They use proper terms to explain musical instruments and performances. They also identify the sounds of the families of stringed instruments heard in an orchestra. Students respond through movement to prominent musical events while listening to music.

2.6.1 Use movements to indicate changes in the music being heard.
Example: Use hand motions to indicate high or low pitch in the music.

2.6.2 Assemble a collection of musical terms and their meanings.
Example: As a group project, put the meanings of terms learned in music class into your own words. Record them or have them printed into a class music dictionary that can be expanded throughout the year.

2.6.3 Identify by sight and sound the types of stringed instruments.

2.6.4 Use movement to indicate what is meant by the terms *crescendo*, *decrescendo*, *andante* and *allegro*.

Grade 2

Standard 7

Understanding relationships between music, the other arts and disciplines outside the arts

Students identify similarities and differences in the meanings of common terms used in the various arts. They also identify similarities among different subject areas and the arts.

2.7.1 Tell how concepts such as repetition and contrast are used in the fine arts.

2.7.2 List common themes found in all subject areas.
Example: Talk about how repetition is found in music and in nature .

2.7.3 Show how the arts are studied in ways common to other subjects.

Grade 2

Standard 8

Understanding music in relation to history and culture

Students identify familiar examples of music from various eras, styles, or cultures. They identify uses of music in daily life, and describe the roles of musicians in many settings.

2.8.1 Name a piece of music that is from the current time period and from another time period.
Example: Name Tchaikovsky's *Nutcracker Suite* as an example of ballet music, and name your favorite piece of music, noting the differences between the two.

2.8.2 Compare and contrast two or more dances from various countries of the world.

2.8.3 Discuss suitable music for various occasions and rituals.
Example: After hearing four musical excerpts, name which one would be best for weddings, sports events, award ceremonies or graduations.

2.8.4 Discuss the roles of musicians in everyday settings.
Example: Talk about a musician recently seen and heard at an event how the musician helped make the event more meaningful.

Grade 2

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria of musical quality. They explain, using proper terminology, personal preferences for specific musical works and styles. They also understand the importance of proper concert behavior in a variety of concert settings.

2.9.1 Compare two compositions.

Example: Discuss various features of two different works of music. Use the proper musical terms you have learned.

2.9.2 Discuss proper audience behavior for different styles of music.

Grade 3

Grade 3

Standard 1

Singing alone and with others

Students sing independently, with a clear tone and on pitch. They sing with correct rhythm, diction, and posture, while maintaining a steady tempo. They also sing expressively with appropriate dynamics and phrasing. Students in Grade 3 sing from memory songs of various styles and cultures, along with ostinatos and partner songs. They sing in groups, blending vocal sounds, dynamic levels, and responding to the conductor.

3.1.1 Sing warm-up exercises while listening for good diction, posture, and tone quality.

3.1.2 Sing a capella (unaccompanied) with appropriate dynamics and phrasing.

3.1.3 Sing a memorized song that emphasizes the cultural heritage of class members.

3.1.4 Sing an ostinato or partner song while maintaining a steady tempo.

3.1.5 Follow the conductor.

Example: Start, end, and maintain the tempo of a song as it is conducted. Be sure to add loud and soft sections, accented words, appropriate breaths, and other effects indicated by the conductor.

Grade 2

Standard 2

Playing an instrument alone and with others

Students perform on pitch and in rhythm independently and with a steady tempo. They echo rhythmic or melodic patterns accurately and perform a variety of pieces expressively. They also perform in groups, play accompaniments and responding to a conductor's motions.

3.2.1 Play a given pitch pattern.

Example: Play a scale or a portion of a scale on a mallet instrument or keyboard.

3.2.2 Echo rhythmic or melodic patterns.

3.2.3 Play an easy ostinato accompaniment independently.

3.2.4 Maintain a steady beat on a percussion instrument.

3.2.5 Play a short melody using appropriate dynamics.

3.2.6 Play an instrument with a group, following the cues of a conductor.

Grade 3

Standard 3

Reading, notating, and interpreting music

Students read music notation in simple meters or groupings, using a system of syllables, numbers or letters. They correctly name symbols and terms referring to dynamics, tempo, and articulation, and perform them correctly when they appear in the music. They also use standard symbols to notate meter, rhythm, pitch, articulation and dynamics.

3.3.1 Read and write whole, half, quarter, and eighth notes and rests in 2/4 and 4/4 time signatures.

3.3.2 Read pitch notation by the letter names on the lines and spaces of the treble clef.

3.3.3 Identify melodic direction in written pitch notation as moving up or down by steps or skips.

3.3.4 Identify and explain dynamic markings for *forte*, *mezzo forte*, *mezzo piano*, *piano*, *crescendo* and *diminuendo (decrescendo)*.

3.3.5 Identify and explain the symbols for a fermata, octave, and *D.C. al fine*.

Grade 3

Standard 4

Improvising melodies and accompaniments

Students improvise musical responses that sound like the rhythmic and melodic phrases given by the instructor. They improvise simple melodies and rhythmic and melodic ostinato accompaniments, using traditional sounds, sounds from the classroom, body sounds such as clapping, or electronic sounds.

3.4.1 Respond on a melodic or rhythmic instrument to teacher-given phrases.

3.4.2 Create simple rhythmic or melodic ostinatos on a traditional or non-traditional instrument.

3.4.3 Invent short songs or pieces using several types of sounds.
Example: With a group of classmates and with the teacher's help, use five to eight pitches and three different instruments to invent a short piece on the spot.

Grade 3

Standard 5

Composing and arranging music within specified guidelines

Students create music to accompany readings or dramas. They create short songs and instrumental pieces with help from the instructor, using a variety of sound sources.

3.5.1 Create a song with the teacher's guidance, and record it either on tape or by notating it.
Example: Help create a short song based on a story learned in class, either by helping write the words or the melody.

3.5.2 Notate a short melody.
Example: Write out four measures of a melody you have created.

3.5.3 Play a short melody using traditional or non-traditional sounds.

Grade 3

Standard 6

Listening to, analyzing, and describing music

Students identify simple music forms when they are heard. They discuss and describe aural examples of music of many cultures, using proper terms as they are learned. They also identify the sounds of instruments. Students in Grade 3 respond through movement to musical events while listening to music.

3.6.1 Diagram musical forms such as AB or ABA.
Example: Listen to a piece and draw a picture to illustrate which parts of the music are alike and different.

3.6.2 Use movement to indicate changes in the form of the music, and talk about those changes.

3.6.3 Write a glossary of musical terms.

Example: As a class, expand on the musical dictionary begun during the previous year as new terms and musical ideas are learned.

3.6.4 Identify by sight or sound various instruments.

Example: Upon hearing a recording of a brass instrument, identify that instrument aurally and visually.

3.6.5 Use movements to demonstrate understanding of the musical events being heard.

Grade 3

Standard 7

Understanding relationships between music, the other arts and disciplines outside the arts

Students identify similarities and differences in the meanings of common terms used in all of the arts. They describe ways that the arts involve ideas that can apply to many situations.

3.7.1 Compare and contrast two or more meanings of terms used in the arts.

Example: Study a painting and listen to a musical piece. Find similarities among both.

3.7.2 Relate ideas learned or discussed in music to other situations in life.

Example: Learn a song about imagination, and talk about how imagination can help you in many ways.

Grade 3

Standard 8

Understanding music in relation to history and culture

Students identify familiar examples of music of another historical period or culture. They identify the uses of music and the roles of musicians in daily life.

3.8.1 Identify familiar pieces of music from other eras.

Example: Identify the opening theme of Beethoven's Fifth Symphony.

3.8.2 Identify a piece of music from another cultural background than those represented in the class.

3.8.3 Discuss suitable music for special occasions and rituals.

Grade 3

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria of musical quality. They explain personal preferences for specific musical works.

3.9.1 Compare two or more performances and compositions.

Example: Listen to two instrumental works and tell how they are alike or different.

3.9.2 Discuss likes and dislikes of musical examples using familiar musical terms.

Example: Ask students to keep an ongoing record of their reactions to two selected musical pieces as they listen to them. Compare the reactions from the beginning of the project to those at the end of the project.

Grade 4

Grade 4

Standard 1

Singing alone and with others

Students sing independently on pitch and in rhythm, with good tone, diction, breath control, posture, and a steady tempo. Sing expressively and accurately, with proper dynamics, phrasing, and interpretation. Sing a variety of songs from memory. Sing ostinatos, partner songs, and rounds. Sing in groups, blending vocal timbres, matching dynamic levels, and responding to a conductor.

4.1.1 Sing warm-ups that stress control of breath and tone.

4.1.2 Match pitch and pitch patterns while singing.

4.1.3 Sing a capella (unaccompanied) with proper diction, well-defined phrasing and expressive detail, such as accents, bodily movements, and dynamic contrasts.

4.1.4 Sing memorized songs that reflect American culture as well as other cultures.

4.1.5 Maintain an independent part when singing an ostinato, round, or partner song while keeping a steady tempo.

Example: Sing the round 'Kookaburra'. Keep singing your part while the other parts join into the round.

4.1.6 Follow the gestures of a conductor.

Grade 4

Standard 2

Playing an instrument alone and with others

Students perform on one instrument independently, alone and in groups. They correctly echo or perform easy rhythmic, melodic, or chordal patterns. Students also perform a variety of music expressively, accurately, and with an appropriate tone quality. They perform in groups, blending instrumental sounds, matching dynamic levels, and following a conductor.

4.2.1 Play an instrument using the correct means of producing sound.

4.2.2 Play an ostinato part independently.

4.2.3 Play short rhythms, melodic patterns, and chordal patterns, either by reading or echoing back what is played.

4.2.4 Play a melody or pattern with the correct rhythm, tempo, and dynamics.

4.2.5 Play instrumental pieces of many types and styles.

4.2.6 Follow the cues of a conductor.

Grade 4

Standard 3

Reading, notating, and interpreting music

Students read and notate music notation in simple meters and in treble and bass clef. They identify and correctly interpret symbols and terms for dynamics, tempo, articulation and basic key signatures while playing.

4.3.1 Read, play, and notate patterns of whole, half, dotted half, quarter, eighth, and sixteenth notes and rests in 2/4, 3/4, and 4/4 time signatures.

4.3.2 Read given pitch patterns on treble or bass clef using letter names of the pitches, including successful identification of the keys of C and G major. Interpret the symbols for sharps and naturals and correctly play and notate them.

4.3.3 Accurately read and notate musical symbols for fortissimo and pianissimo, *D.S.*, ties, slurs, and tempo markings such as *accelerando* and *ritardando*.

Grade 4

Standard 4

Improvising melodies and accompaniments

Students improvise rhythmic and melodic accompaniments to a known melody. They improvise simple rhythmic variations of familiar songs.

4.4.1 Create a rhythmic ostinato accompaniment to a given melody.

Example: Invent a 2-measure rhythm pattern to be repeated while the song "Hush Little Baby" is played or sung.

4.4.2 Create a melodic ostinato to accompany a song.

Example: Invent a one-measure melodic pattern to be played or sung while the class sings "Swing Low, Sweet Chariot."

4.4.3 Create a rhythmic variation within a melody.

Example: When the teacher plays the first line of a known song, change the rhythm or a part of the melody.

Grade 4

Standard 5

Composing and arranging music within specified guidelines

Students create and arrange music to go with readings or dramas. They create short songs or instrumental pieces and use a variety of sound sources when composing.

4.5.1 Create an original piece.

Example: Write a piece or a song at least eight measures long, in 2/4 or 4/4 time. Base the piece upon a famous character from drama or film.

4.5.2 Perform an original composition on instruments.

Example: Play a piece you have composed on keyboard, mallet, percussion, electronic, or classroom instruments.

Grade 4

Standard 6

Listening to, analyzing, and describing music

Students identify simple music forms when heard. They discuss and describe aural examples of music of many styles and cultures, using proper terms when doing so. They identify the sounds of orchestral and band instruments. They also respond through movement to selected musical events while listening to music.

4.6.1 Diagram musical forms such as AB, ABA, or rondos.

4.6.2 Identify by sight and sound various instruments.

Example: Name the members of the woodwind family when heard separately.

4.6.3 Use movement to represent the musical characteristics and changes of a work as they are heard.

4.6.4 Keep a record of newly learned musical terms.

Grade 4

Standard 7

Understanding relationships between music, the other arts and disciplines outside the arts

Students identify similarities and differences in the meanings of common terms used in the fine arts. They identify similarities and differences in the meanings of common terms used between the arts and other subject areas.

4.7.1 Compare and contrast two or more meanings of terms used in the arts, such as unity, variety, repetition, and contrast.

Example: Listen to a rondo and study pictures of buildings designed by famous architects. Tell where you see or hear examples of repetition.

4.7.2 Compare the science of sound as it relates to stringed and percussion instruments.

Example: Tell how a violin, a piano, and a drum produce sound.

4.7.3 Name ways that study of the arts differs from the study of other subjects.

Grade 4

Standard 8

Understanding music in relation to history and culture

Students identify examples of familiar music by historical period. They describe how elements of music are used in music of various cultures, and compare the roles of musicians in other cultures.

4.8.1 Identify the historical period to which a famous work studied in class belongs.

4.8.2 Compare and contrast musical examples from different cultures.

4.8.3 Describe possible activities within another culture that would include music.

Example: Study how musical activities in the Middle East, Europe, and America are alike or different, in conjunction with studies in other classes.

Grade 4

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria for musical quality. They explain personal preferences for musical works and styles, using proper music terminology as it is learned. They evaluate the quality and effectiveness of their own and others' compositions and performances. They also the importance of proper concert behavior.

4.9.1 Take part in developing a class evaluation tool with which to evaluate performances and compositions.

> **Example:** With members of the class and with guidance from the teacher, write or state short phrases that describe qualities of good musical works.

4.9.2 Discuss likes and dislikes using familiar musical terms.

4.9.3 Evaluate musical works and performances using a class-written rubric or another evaluation tool.

4.9.4 Discuss appropriate audience behavior within different musical settings.

Grade 5

Grade 5

Standard 1

Singing alone and with others

Students sing alone or in groups, on pitch and in rhythm, using good tone, diction, breath control and posture while maintaining a steady tempo. They sing from memory a variety of song repertoire, including ostinatos, partner songs, rounds, and music of many cultures and styles. They sing accurately with appropriate dynamics, breath control, phrasing, and interpretation. Students in Grade 5 sing in groups, blending vocal sounds, matching dynamics, and following the conductor.

5.1.1 Sing warm-ups that stress diction, posture, and an appropriate singing tone.

5.1.2 Sing a round with appropriate dynamics, phrasing and interpretations. Maintain an independent part and keep a steady beat.

5.1.3 Sing a memorized song in a foreign language.

5.1.4 Follow the conductor.

Grade 5

Standard 2

Playing an instrument alone and with others

Students perform accurately, independently, and expressively on an instrument, either alone or in an ensemble. They echo easy rhythmic, melodic, and chordal patterns. Students perform in groups, blending instrumental tones, matching dynamics, and responding to the conductor. They perform instrumental parts while other students sing or play different parts.

5.2.1 Play an ostinato part independently.

5.2.2 Play a melody or rhythm in the proper tempo, using appropriate dynamics.

5.2.3 Play an accompaniment to a class or group song.

Example: On a keyboard, guitar, mallet instrument or autoharp, play an ostinato pattern while the group sings.

5.2.4 Play a variety of music of various cultures and styles.

5.2.5 Maintain an independent part on an instrument in a group while following the conductor.

Grade 5

Standard 3

Reading, notating, and interpreting music

Students read and write musical notation in simple meters. They identify symbols and musical terms referring to dynamics, tempo, and articulation, and interpret them correctly while performing.

5.3.1 Read and notate whole, half, dotted half, quarter, eighth and sixteenth notes and rests in 2/4, 3/4, and 4/4 meter signatures.

5.3.2 Read given pitch patterns in treble and bass clef, including ledger lines and correctly interpreting the symbol for a flat.

5.3.3 Accurately play or sing music according to the indicated dynamics, tempo, and articulation.

5.3.4 Correctly identify the key signatures of C, F, and G major.

5.3.5 Write down short musical passages.

Grade 5

Standard 4

Improvising melodies and accompaniments

Students improvise simple harmonies to accompany pieces or songs. They improvise rhythmic and melodic ostinatos, as well as rhythmic or melodic variations on familiar melodies or themes. Students improvise short, unaccompanied melodies over a given rhythmic pattern.

5.4.1 Create a simple accompaniment using a harmonic or classroom instrument.

5.4.2 Create a rhythmic or melodic ostinato to play against a melody.

5.4.3 Invent a variation to a well-known melody or phrase.

Example: Using a song you have learned and can play or sing well, invent a variation on the rhythm or the notes within the melody.

5.4.4 Echo patterns in various styles.

Example: Listen to the instructor play or sing a melody or rhythm pattern, and perform the same pattern, using the same dynamics, tempo, and articulations the instructor uses.

Grade 5

Standard 5

Composing and arranging music within specified guidelines

Students create an original composition according to the instructor's guidelines. They set the composition to words and perform it.

5.5.1 Create a composition in duple meter.

Example: Compose a piece that is at least 12 measures long. Write it in 2/4 or 4/4 time.

5.5.2 Set a composition to words.

Example: Base the rhythms of your piece upon the syllables in your name and the names of three classmates. Arrange these rhythms into a known musical form, such as rondo form.

5.5.3 Perform or sing an original composition.

Grade 5

Standard 6

Listening to, analyzing, and describing music

Students identify music forms when they are heard. They discuss music of various styles and cultures, using proper terminology when doing so. Students identify the sounds of various instruments and voices. They also use movement to respond to musical traits or events as they are heard.

5.6.1 Identify musical forms such as AB, ABA, rondos, and variations when they are heard.

5.6.2 Discuss similarities and differences between music of various styles and cultures.

5.6.3 Use proper terms when explaining music, music notation, and performances.

Example: Prepare and present a short lesson on a piece of music. Explain to the class what musical features are used, such as the time signature, tempo, uses of dynamics and articulation, and any outstanding features that are heard.

5.6.4 Identify the sounds of percussion instruments and adult soprano and alto voices.

5.6.5 Use movement to respond to musical events.

Example: Develop simple choreography to a favorite class song.

Grade 5

Standard 7

Understanding relationships between music, the other arts and disciplines outside the arts

Students identify similarities and differences in the meanings of terms common to other arts disciplines. They describe ways that music is related to other subject areas.

5.7.1 Compare and contrast two or more meanings of terms used in the various arts, such as imagination, unity, repetition, or contrast.

5.7.2 Describe ways that music is related to other subjects.

5.7.3 Talk about something you have learned about life through your study of music.

Grade 5

Standard 8

Understanding music in relation to history and culture

Students identify examples of American music from various styles and historical periods when heard. They describe how musical elements are used in music of our own culture as well as other cultures. Students recognize the uses of music in everyday life and the roles of musicians in society.

5.8.1 Identify familiar works by composers such as Aaron Copland and George Gershwin.

5.8.2 Describe the use of musical elements in music from other parts of the world and compare it to the uses of musical elements in American music.

Example: Listen to a recording of current popular music and compare it to a recording of a work from India. Discuss the similarities and differences in use of rhythm, pitch, and harmony.

5.8.3 Name some uses of music in everyday life.

Example: Keep a journal for one day documenting every time you hear music. Include the location, occasion, and type of music heard. Include your opinions about the music.

5.8.4 Compare the roles of musicians in other cultures to their roles in our society.

Grade 5

Standard 9

Evaluating and critiquing music and music performances

Students develop a list of criteria that exemplify musical quality. They use appropriate terms to explain preferences for musical works and styles. They also constructively evaluate the quality of their own and others' works and performances.

5.9.1 Help write a class rubric or another evaluative tool to be used for evaluating musical works and performances.

Example: As part of a music class, determine what aspects of a musical work or performance make it one of "good" or "poor" quality.

5.9.2 Use appropriate terms to explain your preferences for musical works and styles.

5.9.3 Evaluate the quality of your own and others' works and performances.

Example: Listen to a taped recording of your own performance and write down your evaluation, emphasizing its good qualities and aspects that could be improved.

Grade 6

Grade 6

Standard 1

Singing alone and with others

Students sing on pitch and in rhythm, with proper tone, diction, posture, and with a steady tempo. They sing accurately, expressively, and with good breath control while they observe the indicated dynamics, phrasing, and interpretation. They also sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, rounds, and two-part songs. Students in Grade 6 sing in groups, blending vocal timbres, matching dynamic levels, and following a conductor's cues.

6.1.1 Sing warm-ups that stress diction, posture, pitch, breath control, and attention to the conductor.

6.1.2 Sing a capella in small or large ensembles, with appropriate dynamics, phrasing, and articulation.

6.1.3 Sing a variety of songs of many cultures and styles from memory, including ostinatos, partner songs, and rounds.

6.1.4 Sing music written in two parts.

Grade 6

Standard 2

Playing an instrument alone and with others

Students perform a variety of works on one instrument accurately, expressively and independently, alone or in a group, following the directions of a conductor. They perform or echo easy rhythmic, melodic, and chordal patterns accurately. They also perform independent instrumental parts while other students play or sing contrasting parts.

6.2.1 Echo a short pattern on a rhythmic or melodic instrument.

6.2.2 Play a given pitch pattern, rhythm pattern, or ostinato part, using appropriate tempo and dynamics while watching a conductor.

6.2.3 Play a pattern of I and V chords.

Example: Using a keyboard, fretted or mallet instrument, play basic chords that accompany a piece or a class song.

6.2.4 Play a melody on a recorder or another melodic instrument, using the dynamics and tempo indicated by the conductor or the score.

6.2.5 Play a variety of music expressively and independently of others.

Grade 6

Standard 3

Reading, notating, and interpreting music

Students read, perform and notate music notation in simple meters, plus 6/8 meter. They identify and correctly observe symbols and terms for dynamics, tempo, and articulation while playing. Students in Grade 6 sight read melodies in more treble and bass clef.

6.3.1 Read and notate whole, half, dotted half, quarter, dotted quarter, eighth, eighth note triplets, dotted eighth, and sixteenth notes and rests in 2/4, 3/4, 4/4 meter signatures. Read and notate eighth, dotted quarter and dotted half notes within a 6/8 meter signature.

6.3.2 Read given pitch patterns using solfege, numbers, or letter names. Notate the major scale pattern of half steps and whole steps.

6.3.3 Sight read simple melodies in treble and bass clefs.

Grade 6

Standard 4

Improvising melodies and accompaniments

Students invent simple melodic, rhythmic, or harmonic accompaniments to a piece or excerpt. They devise simple melodic embellishments to known melodies. Students also improvise short, unaccompanied melodies to be played or sung over given accompaniments.

6.4.1 Create a pattern of I, IV and V chords to accompany a song.

6.4.2 Create a rhythmic or melodic ostinato to play against a given melody.

6.4.3 Invent a rhythmic or melodic embellishment to a known theme.

Grade 6

Standard 5

Composing and arranging music within specified guidelines

Students create and arrange music to accompany readings or dramas. They use several sound sources when composing or arranging.

6.5.1 Create a short piece or song to accompany a drama or reading, using duple meter, at least ten to twelve measures long.

6.5.2 Create or assist in creating a fully original composition.

Example: As a class project, create an original opera or musical revue. Participate by helping with the words or music.

6.5.3 Select instruments or sounds to be added to a piece being written.

Grade 6

Standard 6

Listening to, analyzing, and describing music

Students identify musical forms when they are heard, as well as the sound of a major or minor tonality (key). They listen to examples of music that derive from various cultures and styles, and discuss them using appropriate musical terms. They also identify the sounds of voices and musical instruments. Students respond to musical events through movement.

6.6.1 Diagram musical forms such as AB, ABA, ballads, rondos, theme and variation, and canons or fugues.

Example: Listen to Benjamin Britten's "Young Person's Guide to the Orchestra" and identify the form as well as how that form is heard in the music.

6.6.2 Upon listening to and performing numerous examples of works in major and minor keys, correctly identify examples as major or minor.

6.6.3 Identify musical instruments or voice types by sound.

Example: Name the instruments in "Young Person's Guide to the Orchestra" as they are being played.

6.6.4 Write a description of a musical work studied, using appropriate terms.

6.6.5 Use movement to represent the musical qualities or changes heard in a piece.
Example: As part of a class activity, create a multi-media presentation to be given as a known piece is heard, utilizing movement, lighting, and props.

Grade 6

Standard 7

Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify similarities and differences in the terms used in the arts. They name similarities and differences in the terms used in music and in other subject areas.

6.7.1 Compare and contrast two or more meanings of terms used in the arts, such as unity and variety.
Example: Talk about how unity and variety are found in architecture, paintings, dance, and drama.

6.7.2 Compare and contrast common terms used in music and other subject areas.
Example: Tell how sound is created and relate this to string instruments and percussion instruments.

6.7.3 Study a particular musical style and explore its relevance to other art forms.
Example: Research Impressionistic music and its relationship to visual art.

Grade 6

Standard 8

Understanding music in relation to history and culture

Students develop an understanding of the relationship of music to the historical period in which it was composed. They describe how the elements of music are used in examples from world cultures. They also discuss the uses of music in everyday life and throughout history.

6.8.1 Research the historical origins of musical styles as well as the cultures that produced them.
Example: Explore the development of rock music and the historical and technological developments that influenced its growth.

6.8.2 Discuss suitable music for various occasions.

Example: Discuss the role of music in political campaigns and television advertising.

6.8.3 Compare and contrast the different roles of musicians in many cultures and settings.

Grade 6

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria for high musical quality. They explain personal preferences for musical styles and pieces using proper terminology. They also constructively evaluate the quality of their performances and the performances of others. The students discuss the importance of proper concert behavior and demonstrate it.

6.9.1 Write a personal and classroom rubric which will be used to evaluate performances and compositions.

6.9.2 Discuss likes and dislikes of certain composers, styles, and pieces, using familiar terms.

6.9.3 Discuss appropriate audience behavior for musical events and exhibit that behavior at a public concert.

Grade 7

Grade 7

Standard 1

Singing alone and with others

Students sing as a group accurately and expressively. They sing with a steady tone, consistent breath control throughout their vocal ranges, clear diction and good posture.

7.1.1 Sing a given melody on pitch and in tempo, with attention to dynamic contrasts and phrasing that appropriately express the lyrics.

7.1.2 Sing a given melody clearly, with sustained breath support, proper pronunciation, and while standing or sitting up straight.

Grade 7

Standard 2

Playing an instrument alone and with others

Students perform on an instrument accurately and independently, alone and in a group. They play simple melodies by ear.

7.2.1 Play a given rhythmic or melodic pattern on an instrument.

7.2.2 Play a melody while other students play an accompaniment.

7.2.3 Play an accompaniment while others play a melody.

Grade 7

Standard 3

Reading, notating, and interpreting music

Students read music notation in simple meters. They identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

7.3.1 Demonstrate the ability to read music notation either verbally or through performing.

7.3.2 Use appropriate musical terminology when discussing music.

Grade 7

Standard 4

Improvising melodies and accompaniments

Students create a simple harmonic accompaniment to enhance a given melody. They also create a short melody over a given accompaniment.

7.4.1 Create a harmonic accompaniment.

Example: Upon hearing a known song, invent and play a short chordal pattern to accompany it.

7.4.2 Improvise a melody to go with a given rhythmic accompaniment.

Example: After listening to a given rhythm pattern, create a melody that will fit the rhythm pattern.

Grade 7

Standard 5

Composing and arranging music within specified guidelines

Students compose short pieces with the instructor's guidance.

7.5.1 Compose a simple piece of music that is in 2/4 or 4/4 meter, and utilizes traditional or non-traditional notation.

Example: After watching the video of the making of the stage show "Stomp", the students will compose their own version of the show.

Grade 7

Standard 6

Listening to, analyzing, and describing music

Students describe and analyze aural examples of music using correct musical terms pertaining to form, meter, rhythm, basic keys, and simple harmonic progressions.

7.6.1 Identify the form of a musical example.

Example: Listen to a song being sung and determine whether it is in AB form, ABA form, or verse form.

7.6.2 Identify different instruments when hearing a musical example.

7.6.3 Identify soprano, alto, tenor, or bass voices when hearing an example of vocal music.

7.6.4 Identify prominent rhythm patterns heard in a musical example.

7.6.5 Identify and discuss the melodic features and the tonal aspects of a musical example.
Example: After studying the score of a familiar song, name its key signature(s) and discuss the way the melody is constructed.

7.6.6 Utilize simple music terminology.
Example: Keep a journal that includes musical terms and their meanings.

Grade 7

Standard 7

Understanding relationships between music, the other arts, and disciplines outside the arts

Students apply the musical and non-musical skills learned in music study to other life situations. They describe similarities among different art forms across cultures. Students also observe and discuss similarities among different disciplines and the arts.

7.7.1 Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.

7.7.2 Describe how universal themes such as that of tragedy can be communicated in music, art, dance, or theatre.

7.7.3 Describe the similarities between other subject areas and the arts.
Example: Talk about the relationship between music and language.

Grade 7

Standard 8

Understanding music in relation to history and culture

Students learn works from other historical eras and other cultures. They identify the uses of music in daily life. They also compare and contrast the uses of music and musicians in world cultures.

7.8.1 Name the composer and the historical era of a familiar musical example.

Example: Name the composer of a known work and identify the work as belonging to the Baroque, Classic, Romantic or modern musical era.

7.8.2 Identify the role and importance of music in daily life.

Example: Take a survey of classmates asking them what music they listened to, when they listened to it, and for what purpose they listen to it. Report on their answers.

7.8.3 Compare and contrast the uses of music and musicians in world cultures.

Example: Select another culture and report on the role of music within that culture.

Grade 7

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria for musical quality. They make informed judgments on the quality of musical works and performances, and discuss ways that musical works are meaningful to them.

7.9.1 Develop a classroom evaluation tool to be used when evaluating musical performances.

Example: Along with classmates, name some musical traits such as a steady beat. Use these traits to develop an evaluation checklist.

7.9.2 Evaluate the quality of musical works and performances.

Example: Using a checklist developed as a class, critique a performance.

7.9.3 As part of a class project, keep a journal of personal responses to musical works.

Grade 8

Grade 8

Standard 1

Singing alone and with others

Students sing accurately and expressively with good breath control, diction, and posture, both alone and in small groups.

8.1.1 Sing a given melody correctly while maintaining a steady beat, consistent vocal tone, proper pronunciation, and expressive use of dynamics and phrasing.

8.1.2 Sing alone or as part of a group while standing or sitting straight.

Grade 8

Standard 2

Playing an instrument alone and with others

Students play an instrument accurately and independently. They play simple melodies and accompaniments by ear and perform instrumental parts while others play or sing.

8.2.1 Echo melodic and rhythmic patterns on an instrument.

8.2.2 Play a melody while other students play an accompaniment.

8.2.3 Play an accompaniment to a given melody.

Grade 8

Standard 3

Reading, notating, and interpreting music

Students read and notate rhythmic notation in various meters. They read and notate pitches in treble and bass clef. Students in Grade 8 identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

8.3.1 Demonstrate the ability to read music notation in compound meter.
Example: Clap a 4-measure rhythm in 6/8 meter which is notated on the board.

8.3.2 Demonstrate the ability to use musical notation to replicate a musical idea.
Example: Select a favorite popular song and write a portion of it down in a new arrangement of it.

8.3.3 Use appropriate musical terminology when discussing music.
Example: Upon receiving a printed musical example from the instructor, talk about the key signature, meter signature, dynamic terms and tempo markings of the piece.

Grade 8

Standard 4

Improvising melodies and accompaniments

Students improvise simple short melodies, alone or accompanied, using a steady tempo and a consistent meter. They improvise simple accompaniments.

8.4.1 Create a simple ostinato accompaniment.

8.4.2 Create a short melody over a given rhythmic accompaniment.

Grade 8

Standard 5

Composing and arranging music within specified guidelines

Students compose music with the instructor's guidance. They use the elements of music to create unity and variety in the composition.

8.5.1 Write a short piece of music in simple or compound meter, and with a selected set of pitches.

8.5.2 Use the selected pitches and rhythms to create unity and variety in a composition.

8.5.3 Perform the piece that was composed.

Grade 8

Standard 6

Listening to, analyzing, and describing music

Students identify musical forms when they are heard. They talk about specific musical events heard, and using proper terminology, they define and use the musical elements of meter, rhythm, pitch, tonality, intervals, chords, and basic harmonic progressions. Students also identify vocal characteristics, musical sounds and instruments originating from other cultures.

8.6.1 Identify a musical work as being in rondo, theme and variation, or ABA form.

8.6.2 Upon listening to several examples, correctly identify the musical events such as crescendo, decrescendo, accelerando, ritardando, piano or forte, and instrumental sounds, using the correct terminology.

Example: Listen to a recording of Copland's setting of "Simple Gifts" from his ballet, *Appalachian Spring*. Talk about the changes in dynamics, tempo, and instrumentation through the excerpt.

8.6.3 Demonstrate knowledge of meter, rhythm, tonality, chords, and simple harmonic progressions.

Example: Write a brief report on a musical work being studied. Include the following information about the work: meter signature; rhythmic patterns used; tonality (key); chords (if used in the work), and harmonic progressions (V-I, I-IV-V-I).

8.6.4 Discuss the vocal qualities commonly heard in singers, such as use of vibrato, tone quality, or use of breath while singing.

8.6.5 Identify common elements of rhythm, dynamics, and tone color in several musical examples from various cultures.

8.6.6 Demonstrate knowledge of instrumental sounds from other cultures.

Grade 8

Standard 7

Understanding relationships between music, the other arts, and disciplines outside the arts

Students identify similarities among the various arts. They discuss similarities among other subject areas and the arts. Students also apply non-musical skills learned through music study to other life settings.

8.7.1 Discuss similarities among the arts in every culture.

Example: Take part in a class (or school-wide) discussion on the topic of global understanding among nations. Present ways that each of the arts can enhance understanding and communication.

8.7.2 Discuss ways in which the arts are similar to other subject areas.

Example: Prepare a report or paper for another subject besides music, and in the paper, use some aspect of a musical work or musical process in order to illustrate a point you are trying to make.

Grade 8

Standard 8

Understanding music in relation to history and culture

Students identify works and composers of other historical eras. They identify examples of musical genres and styles. Students also understand the impact of historical events upon music, and discuss the uses of music. Students explore the variety of musical careers and the role of artists within the community.

8.8.1 Identify the historical period during which musical works being studied were written.

8.8.2 Communicate about the impact of historical events upon music.

Example: Upon identifying a style of music and the era from which it originated, talk about the society, customs, and trends of that era and how they influenced the era's music.

8.8.3 Discuss the characteristics that represent music of different types, styles and cultures.

Example: As part of a comprehensive study of the jazz idiom and its development, help present a demonstration of the types of jazz music.

8.8.4 Discuss the uses of music and musicians within our culture and other world cultures.

8.8.5 Research the variety and availability of careers in music today.

Example: As part of a class assignment, visit a recording studio and interview the recording engineer or producer. Write a report on your observations and impressions of the visit.

Grade 8

Standard 9

Evaluating and critiquing music and music performances

Students develop criteria for what defines musical quality, and constructively evaluate performances or compositions.

8.9.1 Develop a classroom rubric to use while evaluating musical performances.

8.9.2 Using a classroom-devised evaluation tool, critique either a performance of your own or of another performer by noting both positive aspects and aspects that could be improved.

Example: Using the rubric your class has developed, write an evaluation of a performance.

Grades 9-12

Grades 9-12

Standard 1
Singing alone and with others

All Courses:

Students identify vocal characteristics. They sing a varied repertoire of vocal literature.

H.1.1 Describe various aspects of vocal sounds, including different vocal ranges and the desirable or undesirable aspects of vocal quality.

Example: After hearing a number of recordings of the same vocal work, discuss the differences between the tone qualities of the singers.

H.1.2 Sing songs or song excerpts in a style appropriate to each.

Choral Ensembles (Proficient Level) and Applied Vocal Music:

Students sing accurately and expressively from memory, with proper technique and steady breath control, alone or in ensembles. Choral music students sing music written in four parts, with or without accompaniment, and demonstrate well-developed ensemble skills.

H.1.3 Sing alone or with a group, on pitch and in tempo, with clear diction, consistent breath control, and appropriate posture for singing.

H.1.4 Sing expressively a variety of vocal literature, utilizing dynamic contrasts, phrasing that fits the musical work, a variety of articulations, and a style appropriate to the piece being sung.

H.1.5 Sing an independent vocal part while maintaining a balance of volume and a blend of vocal quality with other members of the ensemble.

H.1.6 Follow the cues of a conductor.

Choral Ensembles (Advanced Level):

Students sing in small ensembles with one student on a part.

H.1.7 Sing musical works arranged for a variety of voicings, such as SSATBB or SSAATTBB.

Grades 9–12

Standard 2

Playing an instrument alone and with others

All Courses:

Students play by ear simple melodies or accompaniments on an instrument.

H.2.1 Echo melodic, rhythmic or harmonic patterns.

Choral Ensembles (Proficient Level), Keyboard, Music Theory, and Electronic Music:

Students perform an appropriate instrumental part in an ensemble, demonstrating well-developed ensemble skills.

H.2.2 Play a rhythmic or melodic instrument, maintaining tempo, balancing the sound with the rest of the ensemble, and following the conductor.

Instrumental Ensembles (Proficient Level) and Applied Instrumental Music:

Students perform on at least one instrument accurately and independently, alone or in ensembles. They perform with expression and technical accuracy a varied repertoire of instrumental literature.

H.2.3 Perform on an instrument with appropriate posture, playing positions, and control of breath, bow, stick, or fingers.

H.2.4 Play accurately and in tune while maintaining a steady tempo and following the director.

H.2.5 Maintain an independent instrumental part while others play different parts.

H.2.6 Play expressively, incorporating appropriate contrasts of dynamics, phrasing, and articulations in the style of the music being performed.

Instrumental Ensembles (Advanced Level):

Students perform in small ensembles with one student on a part.

H.2.7 Students participate in chamber music ensembles and perform exemplary literature of a professional level.

Grades 9-12

Standard 3

Reading, notating, and interpreting music

All Courses:

Students identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

H.3.1 Name and explain the meaning of symbols found on a musical score.

H.3.2 Demonstrate the correct use of musical terminology when discussing music.

Choral or Instrumental Ensembles, Proficient Level, & Applied Music, Music Theory, Keyboard, or Electronic Music:

Students correctly interpret a vocal or instrumental score. They sight read simple melodies in all clefs applicable to their performance medium. They use standard notation to communicate musical ideas.

H.3.3.Accurately perform a musical score by observing all symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive details.

H.3.4 Read and perform musical excerpts never before seen, in the necessary clefs, in major and minor keys.

H.3.5 Notate rhythms and melodies in simple and compound meters.

Choral or Instrumental Ensembles, Advanced Level:

Students interpret a full vocal or instrumental score including transpositions and clefs.

H.3.6 Read and accurately perform the contents of a full musical score of four or more staves, demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression.

H.3.7 Accurately interpret nonstandard notation symbols used by some contemporary composers.

Grades 9-12

Standard 4

Improvising melodies and accompaniments

All Courses:

Students improvise stylistically appropriate melodies or harmonies.

H.4.1 Create a melody that is compatible with a given chord progression.

H.4.2 Create a harmony for a given melody.

Choral or Instrumental Ensembles (Proficient Level) and Music Theory and Composition:

Students improvise rhythmic and melodic variations on given simple melodies in various keys and modes. They improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.

H.4.3 Embellish a melody by means of adding notes or by varying a portion of the rhythmic structure of the melody.

H.4.4 Upon hearing a series of chords being played, invent a melody that will match the chords and the style in which they are being played.

Choral or Instrumental Ensembles (Advanced Level) and Music Theory and Composition:

Students improvise harmonizing parts in a variety of styles.

H.4.5 Create a harmony part or chord progression for melodies in styles from various musical eras or cultural traditions.

Grades 9-12

Standard 5

Composing and arranging music within specified guidelines

All Courses:

Students compose music creatively and expressively, using elements of music as they do so.

H.5.1 Create short musical works, with assistance by the instructor as needed, to convey an original idea.

> **Example:** As part of a music history and appreciation class study of music technology, visit an electronic music studio and create a short piece choosing your own pitches, instrumental sounds, rhythmic patterns, and other electronically produced effects.

Choral or Instrumental Ensembles (Proficient Level), Electronic Music, or Music Theory:

Students arrange pieces for voices or instruments other than those for which the pieces were originally written.

H.5.2 Arrange a piece of music or a song in a different manner than originally written.

> **Example:** Arrange a favorite song that your choral ensemble can perform at a public event.

Choral or Instrumental Ensembles (Advanced Level), Electronic Music, or Music Theory:

Students compose music that exhibits imagination and technical skill in applying the principles of composition. They implement arranging techniques for voices or instruments, other than those for which the pieces were written, in ways that preserve or enhance the expressive effect of the music. They compose and arrange music for voices, acoustical or electronic instruments, demonstrating knowledge of the pitch ranges and usages of the particular sound source used.

H.5.3 Create an original composition that skillfully utilizes melodic, harmonic, rhythmic and formal properties found in exemplary musical works.

H.5.4 Arrange a known work in a new way, using appropriate interpretive effects and articulations so that the expressive content of the work is preserved.

> Example: Adapt Beethoven's Sonata for Piano, Opus 27, No. 2 (*"Moonlight"*) for flute and guitar, preserving the same dynamic markings, melodic phrases, and broken chord patterns used by the composer.

H.5.5 Compose a work using more than one type of voice or instrument, in a way that fits the range of capabilities for each instrument.

Example: Write a song for four vocal parts, with each part written in a comfortable range for the singers. Be sure that the lyrics are not placed so that certain difficult vowel sounds, such as long e, take place on pitches that are high for that particular part.

Grades 9-12

Standard 6

Listening to, analyzing, and describing music

All Courses:

Students identify basic music forms when heard. They also demonstrate knowledge of vocal and instrumental sounds from different cultures. Students describe specific music events in a given aural example, using appropriate terminology that demonstrates knowledge of the technical vocabulary of music.

H.6.1 Identify musical forms such as AB, ABA, rondo, fugue, or theme and variations when heard.

H.6.2 Use the correct terms when describing events, musical devices, or instruments used within an example from a musical work.

H.6.3 Compare and contrast music of different styles, genres, and time periods.

Example: As a study project for the school orchestra, take part in a small group that makes a class presentation of a comparison of the Baroque orchestra, the orchestra of Mozart's day, and the modern orchestra, using visual aids and aural examples. The project may also be presented at a concert as part of an 'informance.'

Choral Ensembles (Proficient Level):

Students analyze a variety of aural examples of choral music for their uses of musical and expressive elements. They identify and explain compositional devices and techniques that provide unity, citing examples from choral or vocal works.

H.6.4 Listen to two recordings of a choral work being learned and compare similarities and differences in tempo, dynamic levels, tone quality, and use of accents or articulations for purposes of expression.

H.6.5 Identify compositional devices and musical events heard in choral works being studied, such as cadences, tempo, points of tension and release, and changes of key.

Choral Ensembles (Advanced Level):

Students demonstrate advanced knowledge of the technical vocabulary of music as they describe significant or interesting events occurring in a given aural example. They compare similarity of form and usage of musical materials in works of the same style or genre.

H.6.6 Describe in musical terms the unique features of a choral work.

Example: Conduct the choir in a short rehearsal of a segment from a piece being learned. Explain in musical terms what changes are present in the music as well as how singers can make these changes heard.

H.6.7 Identify and describe similar use of formal devices such as key relations, repetition, augmentation and diminution found in choral works including the mass, oratorio, opera chorus, or song cycle.

Instrumental Ensembles (Proficient Level):

Students analyze a variety of aural examples of instrumental music for their uses of musical and expressive elements. They identify and explain compositional devices and techniques that provide unity, citing examples from instrumental works.

H.6.8 Compare two performances of a piece being learned and discuss differences in choices of tempo, dynamic variety, balance of instruments, and uses of expressive features.

H.6.9 Describe the musical and compositional features of a piece being studied, including its orchestration, use of various instruments for effect, and use of melodic, rhythmic, and harmonic elements within the work.

Instrumental Ensembles (Advanced Level):

Students demonstrate extensive knowledge of the technical vocabulary of music as they describe significant events in a given aural example. They compare similarity of form and uses of musical materials or devices within instrumental works of the same style or genre.

H.6.10 Describe in musical terms the unique features of an instrumental work.

Example: Present a brief explanation of a segment from Holst's *St. Paul's Suite* to the class. Offer rehearsal guidelines and suggestions in musical terminology.

H.6.11 Identify and describe similar formal devices as multiple examples of one genre such as string quartet, symphony, serenade, march, tone poem, or suite are heard.

Grades 9-12

Standard 7

Understanding relationships between music, the other arts, and disciplines outside the arts

All Courses:

Students describe similarities among different disciplines and the arts. They describe similarities among different art forms across cultures.

H.7.1 Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences.

H.7.2 Compare and contrast artistic processes and principles as they are used within two or more fine arts areas.

> **Example:** As part of a study of the artistic process, interview a dancer, artist, professional musician and actor or actress. Obtain their opinions about issues such as what constitutes artistry in their area and the keys to mastery of their art form.

Choral and Instrumental Ensembles (including Electronic Music or Keyboard):

Students apply the musical and non-musical skills learned through participation in performance ensembles to other life settings. They integrate the elements of music (such as form, texture, contrast, thematic material, and structure) with other art forms. They also compare and contrast the job descriptions involved within the various arts areas.

H.7.3 List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups.

> **Example:** As part of a concert, write a brief essay on non-musical benefits that have resulted through taking part in an ensemble. Read it to the audience or have it printed in the program.

H.7.4 Analyze another art form for its use of form, texture, contrast, or use of thematic material, and compare it to a similar analysis of a work of music.

> **Example:** As part of an integrated arts unit, compare an opera to a ballet from the same historical period, and compare their uses of thematic material and musical effects.

H.7.5 Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines.

Grades 9-12

Standard 8

Understanding music in relation to history and culture

All Courses:

Students classify by historical context, genre and style a varied body of exemplary musical works. They identify sources of American music genres and identify various roles that musicians perform within the surrounding culture. Students also identify the uses of music in daily life as well as within various eras.

H.8.1 Upon hearing works that have been studied, name the genre (such as 'opera'), style (such as Classical or Jazz) and historical background (period in history, country, and culture) for each, including the composer.

H.8.2 Describe the origins and development of American genres such as jazz, the Broadway musical, and rock music, including well-known composers and performers within each genre.

H.8.3 Describe musical characteristics that make certain works suitable for specific situations.

Example: Given a list of known works, select from among them plan a musical program suitable for an upcoming occasion such as a wedding or an award ceremony. Explain your choices using musical terminology and examples.

H.8.4 Document times and places within a recent time period where you have heard music, and write down the function the music was serving, the type of performance and performance medium, and personal reactions to each.

Grades 9-12

Standard 9

Evaluating music and music performances

All Courses:

Students define the concept of musical quality. They evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. Students also demonstrate understanding of the importance of appropriate concert behavior.

H.9.1 Name specific criteria to be used in evaluating the quality of a musical work or performance.

H.9.2 Write or present a critique of a performance, composition, improvisation or arrangement.

H.9.3 Take part in a class discussion of appropriate concert behavior, attend a concert, and evaluate your own behavior as well as that of the audience.

Choral or Instrumental Ensembles:

Students extend and refine the concept of musical quality. They evaluate a given musical work in terms of its aesthetic qualities and the musical means used to evoke emotional responses.

H.9.4 Apply specific criteria for musical quality to your personal participation in music.

Example: Upon hearing a live performance by a professional vocal or instrumental organization, discuss your impressions of the group's performance. Evaluate the performance and discuss ways your ensemble can improve its own progress based upon what you have heard.

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